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ABSTRACT

The educational policy of Denmark and the educational system which has evolved from this policy are described. The policy states that everyone has a right to the same access to education and training, regardless of sex, social origins, geographic origins, and physical or mental handicap; and all public education is free of charge from the age of 5 or 6 years. Following a 9-year program in the Folkeskole, students continue their education along academic or vocational lines. In 1980, social reform for education of the handicapped was implemented in Denmark, centered around three main principles: normalization, decentralization, and integration. The concept of special educational assistance includes special instruction, stimulation and training, counseling/guidance, and educational aids. The Danish system also emphasizes individual assessments to determine appropriate placement, a continuum offering various degrees of integration, and leisure-time education and remedial instruction for adults with handicaps. A series of tables provides statistics on the present situation, indicating number of preschool children receiving special educational assistance, in total, by handicap, and by type of assistance provided; and percentage of primary school pupils receiving special education, in total, by grade, by handicapping condition, and by type of assistance. (JDD)

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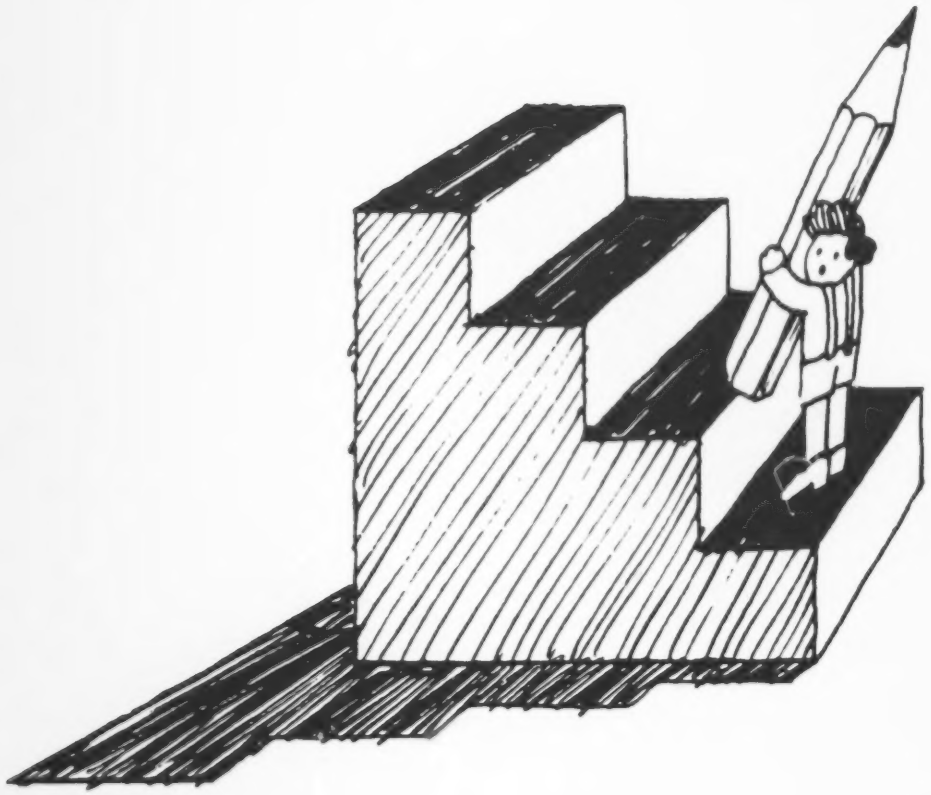
HANDICAPPED STUDENTS IN THE DANISH EDUCATIONAL SYSTEM



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1. THE EDUCATION SYSTEM.

1.1. Basic principles.

One of the most fundamental principles of the educational policy in Denmark is that everyone, regardless of sex, social and geografical origins and regardless of physical or mental handicap, should have the same access to education and training. This goal has had a marked influence on Danish legislation on the educational front in recent years. In 1975, a new Education (Folkeskole) Act was passed which, in principle, established a comprehensive basic school from the 1st to the 10th forms.

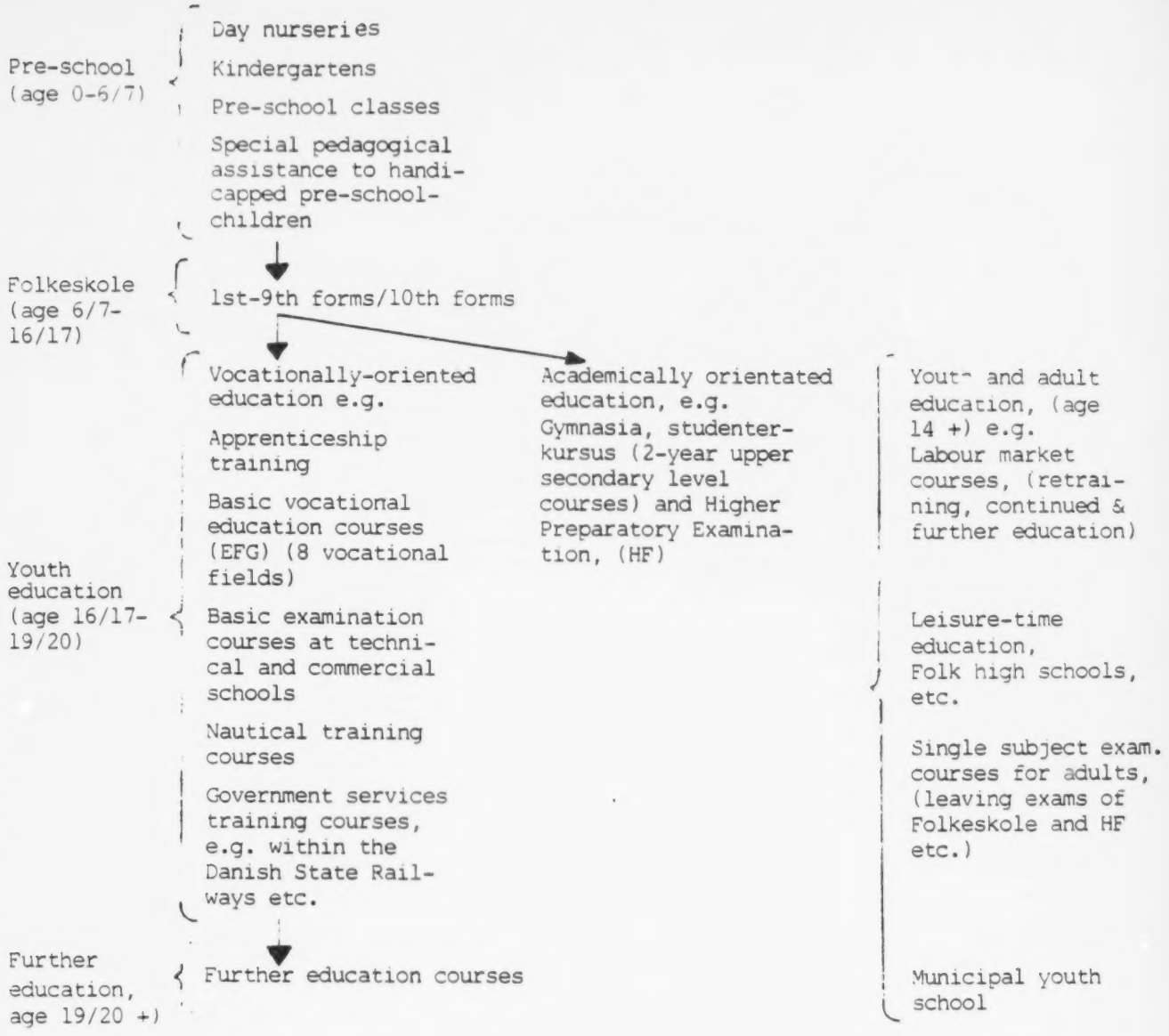
An overall reform within the field of youth education has been worked out. This includes plans for a "youth guarantee scheme" intended to ensure that all young people are given an offer of education and training. It also aims at making all courses of youth education equally worthwhile at the same time as being sufficiently attractive to appeal to young people who, untill now, have had no education beyond the Folkeskole. In addition new legislation on the care of handicapped persons aims at creating the same opportunities for young people with a handicap as for all other young people.

In principle, all public education is free of charge from the time a child is 5 or 6 years of age. This also includes teaching materials and equipment and the social and psychological help provided in the basic school, in the schools for the 16 - 19 year-olds and in some other institutions of education.

Furthermore, in recent years, great importance has been attached to adult education, aiming at giving people having been working since they were 14 or 16 an opportunity to supplement their skills.

1.2. Educational provision.

The education system may roughly be divided into the following main areas:


Pre-school (age 0-6/7)
Day nurseries
Kindergartens
Pre-school classes
Special pedagogical assistance to handicapped pre-school-children
Folkeskole (age 6/7-16/17)
1st-9th forms/10th forms
Youth education (age 16/17-19/20)
Vocationally-oriented education e.g.
Apprenticeship training
Basic vocational education courses (EFG) (8 vocational fields)
Basic examination courses at technical and commercial schools
Nautical training courses
Government services training courses, e.g. within the Danish State Railways etc.
Academically orientated education, e.g. Gymnasia, studenterkursus (2-year upper secondary level courses) and Higher Preparatory Examination, (HF)
Youth and adult education, (age 14 +) e.g. Labour market courses, (retraining, continued & further education)
Leisure-time education, Folk high schools, etc.
Single subject exam. courses for adults, (leaving exams of Folkeskole and HF etc.)
Municipal youth school
Further education, age 19/20 +)
Further education courses

Today, everyone in Denmark has a basic education of nine years and about 85% of the school-leavers enter some sort of continued education.

1.3. Primary and lower secondary education.

The primary and lower secondary education provided by the Folkeskole is placed under the authority of the local governments and is free of charge. Since 1972, there has been nine years of compulsory basic education in Denmark, and most parents fulfil this obligation by sending their children

to a Folkeskole (94% of all children born in any one year attend this type of school). However, parents may, if they wish, have their children educated in other ways, i.e. at private schools, which may get up to 85% of their running costs in connection with teaching covered by the state. The Education (Folkeskole) Act of 1975, which came into operation in 1976, established a nine-year general basic education, covering the compulsory education age, with a supplementary optional tenth year and an optional pre-school class.

In principle the Folkeskole is comprehensive. However, in the 8th - 10th forms, pupils may, in certain subjects, choose between two courses of different content, namely a basic course and an advanced course. Pupils are also offered various optional subjects.

At the end of the 9th form, pupils may enter for the Leaving Examination of the Folkeskole in one or more subjects. At the end of the 10th form, pupils may enter for either the Leaving Examination of the Folkeskole or, if they have followed an advanced course, the Advanced Leaving Examination of the Folkeskole which may be taken in five subjects at the most. Pupils may choose to take the Advanced Leaving Examination in some subjects and the Leaving Examination in others.

For pupils in 8th and 9th forms, there are other ways in which they may complete compulsory education if they so wish; i.e. at a municipal youth school, a continuation school or, very frequently, and subject to permission from the School Board, by taking up employment.

1.4. The aim of the Folkeskole.

The object clause of the Folkeskole, which is part of the Education (Folkeskole) Act and consequently approved by the Folketing(Parliament), states

> "The aim of the Folkeskole is, in co-operation with the parents, to offer pupils the opportunity to acquire the knowledge, skills, working methods and modes of expression that will contribute most effectively to the full development of the individual pupil.
>
> In all its work, the Folkeskole shall seek to foster such opportunities for experience and self-activation that will increase the individual pupil's desire to learn, stimulate his imagination and develop his personal ability to make assesments, evaluations and decisions.

The Folkeskole shall prepare pupils for responsible participation in a democratic society. The educational activities of the Folkeskole and its everyday life as a whole must, therefore, build upon the fundamental principles of individual freedom and democracy."

The object clause can, of course, only very broadly lay down the principles for the work of the Folkeskole, but it indicates the lines along which the Folkeskole hopefully will develop.

Firstly, the importance of co-operation with parents is stressed - something which has always been considered important in the Danish education system. For instance all schools must appoint a School Board consisting of between five and seven parents. School Boards have various power vested in them, regarding the teaching and the administration of the school.

Secondly, it is emphasised that the aim of the Folkeskole is more than the mere conveyance of knowledge. It is recognised that the task of the Folkeskole is not solely to support and stimulate the intellectual development of the individual child, but also to take responsibility for the upbringing of the child. In this way the Folkeskole is also assigned a socio-educational role.

In the third place, it is made clear that the pupils shall prepare themselves for life in a democratic society.

1.3. Post-secondary school education.

1.3.1. Academically oriented education.

The academically oriented courses are designed to prepare students for higher education. They include the courses run at the Gymnasia and the courses leading to the Higher Preparatory Examination (HF).

The Gymnasia provide a three-year course of education comprising two lines of study: the languages line and the mathematics line. After the first year the languages line is divided into four branches, namely: modern languages, music/languages, classical languages and social studies/languages. The mathematics line is divided into three branches, namely: mathematics/physics, social studies/mathematics and natural studies/mathematics.

Entrance regulations for the Gymnasia require that the student have completed nine years of basic education, have passed examinations in certain specified subjects and are, in the opinion of their previous school, capable of following instruction at Gymnasium level satisfactorily.

The courses at the Gymnasia terminate with the Studentereksamen (Upper Secondary School Leaving Examination) which normally qualifies students for higher and further education. It is also possible to take the Studentereksamen on a two-year course (studenterkursus).

In 1966, the Higher Preparatory Examination (HF) was introduced as an alternative way of gaining the qualifications necessary for higher and further education.

In principle an HF-course takes two years, but in accordance with the Act of the 8th of June 1977 on single subjects, examination courses have been set up for students who wish to take the HF examination over a longer period of time. The HF courses include a number of common core subjects and beside these a pupil may choose among a number of optional subjects.

In principle, the only entry requirement to an HF course is the completion of ten years of basic education. However, a few years of work experience or training of various kinds may also qualify for entry.

An HF course qualifies students for the great majority of further education courses, on a par with the Studentereksamen courses.

If a student should wish to follow a course of education or training for which the Studentereksamen or the HF examination is not qualifying, he or she must acquire the knowledge and skills required by following a supplementary upper secondary level course.

1.5.2. Vocationally-oriented education.

1.5.2.1. Apprenticeship training.

Until the beginning of the sixties, the traditional type of apprenticeship with practical training in trade and theoretical tuition at a school was the

predominant type of vocational training. The present apprenticeship training takes from two to four years, depending on previous schooling and the type of training involved.

Apprenticeship training in trade and industry takes place alternativly under the supervision of a master (employer) and at a technical school, and there are approximatly 130 different trades and branches to choose among.

Apprenticeship training may be started after nine years of basic education and terminates with a Journeyman´s Certificate, which affords the status of skilled labourer. This training also acts as the basis for further education, i.e. journeymen may continue training to become architects or engineers.

Training in the commercial and clerical fields likewise consists of on-the-job practical training and theoretical training at a commercial school, and trainees may choose among the following: office work, the retail and the wholesale trade. Training terminates with the Commercial Assistant´s Examination.

1.5.2.2. Basic Vocational Training (EFG).

As above mentioned, the apprenticeship training was predominant in the field of vocational education at the beginning of the sixties. However, during the sixties, there was a rapid decline in the intake of appretices. This added to widespread critisism of the narrow and very specialised apprenticeship training in the latter half of the sixties and led to the formation of a model for Basic Vocational Training; EFG. The first experimental projects with this type of education began i 1969, and after 1977 this type of training has become a permanent part of the educational system.

EFG consists of a one-year basic course at a school followed by two or three years of vocational training, alternating between theoretical training at the school and practical training at a place of work.

The basic course offers instruction in an[illegible]ne of the below mentioned eight vocational fields; building and construc[illegible]n, the grafic industries, commercial and clerical work, the iron and metal industries, agriculture, overland transport, the food industri and the service trades.

EFG courses allow for specialisation in up to 150 different kinds of vocational training.

1.5.2.3. Other types of vocational training.

The category "youth education" includes a number of other types of vocational training, i.e. training within post and telecommunication, The Danish State Railways, the customs services, the administrative sector, the social and health sector, etc., as well as basic technical examination courses and commercial courses.

1.6. Voluntary youth and adult education and voluntary youth work.

1.6.1. Introduction.

In addition to the formal education system, there are a wide range of supplementary and alternative courses, including leisure-time courses for young people and adults.

In Denmark, great importance has always been attached to general adult education. It originally was the Danish poet-clergyman, Nikolai Frederik Severin Grundtvig, who, in the 1830s, pointed out the importance of giving all young people and adults a general education which could improve their ability to take active part in the social, cultural and political life of a democratic society. Grundtvig believed that it was vital for representative democracy, then being developed in Denmark, that everyone was given a real insight into social affairs.

As a result of these thoughts Grundtvig suggested that the so-called Folk High Schools were established. These were primarily intended as schools for young men and women from the farming community who could thus acquire general knowledge and education through courses on social affairs and, in particular, on the Danish language, history and culture, held during the winter months. The schools were open to all and there were to be no examinations or marks.

Grundtvig also attached great importance to the idea that education should not be an exclusive affair of the State. He believed that people, to a much greater extent, should influence and organize the education that they wanted either for themselves or for their children.

The idea of general adult education through "free" study has since then been the basis for the Danish legislation on youth and adult education and lies behind Denmark's positive attitude towards government grants for all types of private schools, adult education and other kinds of private teaching activities.

1.6.2. Voluntary youth and adult education.

The activities run by the municipal and private educational associations form a very large part of adult education. The courses offered, fall into four main subject areas: languages, crafts, social subjects and cultural subjects. Adults are also given the possibility to follow courses and take examinations in one or more of the Folkeskole and HF examination subjects, which give them a chance og gaining qualifications, - a chance they may never have had before.

The private independent boarding schools (high schools, agricultural schools, domestic science schools, continuation schools, etc.) are another important area of youth and adult education. These schools primarily aim at providing a general education, but many of them provide an opportunity for students to qualify themselves through examinations.

The municipal youth schools offer courses to young people betwen the age of 14 and 18 in a wide range of ordinary school subjects, vocationally-oriented subjects and creative subjects.

Labour market courses are yet another important area of adult education. This type of education is a public education system designed for skilled and unskilled labourers.

1.6.3. Voluntary work.

The voluntary youth and sports organisations do a great deal of work to activate young people in a wide variety of recreational areas. For most of the organisations, the main purpose of this work is to motivate and prepare young people for life in a democratic society.

More than two-thirds of all children and young people are members of some kind of youth organisation, and this give many their first taste of the job of

organizing. It is thus unfortunate that men, already at this stage, - according to a minor study carried out by the Joint Council of Danish Youth in 1978 on the distribution of the sexes in voluntary youth work -, are predominant, compared to women, in the management of the associations and organisations.

2. SPECIAL EDUCATION AND OTHER SPECIAL EDUCATIONAL ASSISTANCE IN DENMARK.

2.1. Introduction.

Until 1980 the responsibility for the education of the most severe handicapped children, youth and adults (app. 1% of the total number of students) was located within the Ministry of Social Affairs and regarded as solely a task of the State.

But on January 1, 1980 the principle of normalization of the conditions of the handicapped in the field of legislation was implemented in Denmark. This reform has been discussed and planned in a number of commissions and committees since 1964 and comprises a thorough revision of the overall social security system with substantial consequences in the social, health and educational sectors.

The basic incentive underlying this entire reform work should be sought in the finding that the previous social security system, based on legislation from 1933, did to a great extent ensure citizens in need of special support qualified assistance at the material level, but that this was often done at an inappropriate, low human level. In many cases society paid itself out of its responsibility towards weak citizens with cash or institutions on the implied condition that in return they were to keep to themselves with their equals. In Denmark in the 1960s with progress, optimism and prosperity, it was increasingly found in wider and wider political circles, that fellow human beings with social problems, more poorly endowed intellectually or with real handicap, might and should be included more in general human activity: in the educational, working, leisure-time and housing situation.

2.2. The basic principles of special education.

With the above mentioned fundamental intention as its basis, the social reform was centered around three main principles:

normalization,
decentralization and
integration

Normalization is an expression common to all the efforts towards putting the handicapped citizens on an equal footing with all other citizens in the society vis-a-vis legislation, administration and political authorities (- normalization is thus a challenge to society, not a wish or a demand for "adapting" the individual to make him "normal")

Decentralization is a central part of the political/administrative development which took place during the 1970s in Denmark in all fields, and where the responsibility in as many fields as possible was transferred from the State to the 14 counties or as far down as to the 275 local authorities in the counties. It was attempted in the early 1970s to adapt the municipal structure to such a development by joining small local districts to create such political/administrative units as were sufficiently large to ensure the citizens a satisfactory level of service, but at the same time not so large as to make it impossible to establish a real grass-root democracy.

Integration is a far more complicated and binding concept in relation to the prevailing administrative principles of normalization and decentralization, and can hardly be promoted directly throug legislation; on the other hand, it may be impeded or prevented directly or indirectly by the manner in which the legislation and the public administration of a nation are built up. Therefor, the three basic principles of the social reform constitute a necessary whole, where the two first principles have been embodied in laws which in the long run are to prepare the way for the last one.

The situation of integration and its pedagodical consequenses will be described in further detail in the following section.

The cancellation of all special laws (the mentally retarded, the deaf, the blind, etc.) is the expression of normalization, and now also the need for assistance and support of these handicap groups, are satisfied under the provision of ordinary acts of parliament in the social, educational and health field. That is, all pre-school children are offered a place in kindergarten,

all school children's compulsory education is provided for under the Act of the Folkeskole or the Act on Private Schools, all sick people are treated on the basis of legislation relating to hospitals, etc.

This legal normalization has entailed that a number of administrations of the Danish handicap care service, previously gathered under the Ministry of Social Affairs, have been transferred to the ministries administrating the general legislation, now covering all fields. The previous responsibility of the Ministry of Social Affairs towards the education of the severely handicapped people has thus been transferred to the Ministry of Education etc. A great part of the administration of the previous special care has naturally remained within the sphere of the Ministry of Social Affairs.

The decentralization as from January 1, 1980 has entailed that almost all the previous state tasks, as far the institutional assistance is concerned, have been transferred to the counties, while the individual (not given by institutions) assistance has been transferred as far down as to the local authorities.

In the field of education, the counties have taken over the previous obligation of the State to offer adults with physical or psychic handicap remedial special education with the purpose of relieving or limiting the effects of the handicap, while in future the teaching of primary and lower secondary school pupils with severe handicap, is to be provided for in a financial, administrative and educational/psychological cooperation between county authorities and local authorities.

The integration has not been directly legislated - which could hardly have been desirable or expedient either - and the only political decision on school integration is still a paliamentary resolution from 1969 to the effect: "that the primary and lower secondary school should be expanded so as to provide for the teaching of handicapped pupils, to the greatest possible extent, in an ordinary school environment".

However, the legal normalization and the administrative decentralization serve indirectly to promote integration, firstly because the abolishment of the special acts of Parliament removed provisions which counteracted or even prevented integration (blind children, for instance, were to be referred to

a special boarding school run by the state), and secondly because the decentralization means that it is now the same authorities that are responsible for all pupils of primary or lower secondary school age, no matter whether they are more or less handicapped and consequently need more or less extensive special instruction.

2.3. Consequences of the reform in the educational sector.

The transfer of the previous state teaching and educational obligations ards handicapped individuals to the sphere of the Ministry of Education, through some adjustments and additions to the Act on the Primary and Lower Secondary School and the Act on Leisure-time Education, plus the passing of a new act on remedial special education for adults, has resulted in an education system common to everyone, but with great possibilities of an expedient, individual program.

Where the state special care service often called for grading, segregation and isolation on a group diagnostic basis, the possibilities of organizing the required special support based on the handicapped individual's quite individual potential and need have now been considerable strengthened in a coherent, coordinated system.

2.3.1. The primary and lower secondary school.

All children in Denmark in the compulsory education age (7 to 16 years), from the aptest to the slowest learner are now taught at primary and lower secondary schools (or at private schools which are run and financed differently, but provide instruction that in substance correspond to that of primary and lower secondary school).

In addition to the nine years of compulsory education all children, if they (or their parents) so want, are entitled to one year in pre-school class and to continue in a tenth school year after compulsory education has ended. During this entire course from pre-school class to the tenth form the school has to provide special instruction and other special educational assistance for pupils whose development require special support.

In the Danish educational system the concept of special educational assistance

includes the following four essential elements:

1. Special instruction
   - its purpose being to ensure the handicapped student optimum qualifications from his schooling.
2. Stimulation and training.
   - its purpose being to develop reduced physical or psychic functions as much as possible.
3. Counselling/guidance
   - its purpose being to instruct the child's parents, teachers or other persons with whom the child is in daily contact, how to influence the child most expediently.
4. Educational aids
   - the purpose being to reduce, technically, the adverse effect of the handicap on learning as much as possible.

The substance and organization of the special educational assistance are characterized by the following four aspects:

1. Type of assistance
   - concerning the educational remedy called for by the handicap in question. In the Danish primary and lower secondary school special educational assistance is organized with a special view to the following handicap: visual disabilities,
     hearing disabilities,
     motor disabilities,
     speech/language impairment,
     behavior disorder,
     general learning disabilities and
     reading disorder
2. Form of assistance
   - referring to the physical placing of the student in relation to the ordinary class (degree of integration). The primary and lower secondary school has at it's disposal a very flexible and varied continuum of possibilities of how to place handicapped pupils, ranging from totally integrated special instruction in the class, to totally segregated special instruction at special boarding schools.
3. Extent of assistance
   - expressing the part of the weekly (annual) instruction which the student

concerned receives as special instruction. The extent may vary from 1, even ½, lesson per week for a few weeks, to the entire instruction during the entire course of schooling.

4. Nature of assistance

- indicating whether the local or the county authorities have the overall responsibility for the education of the student in question. Local authorities are to provide the ordinary special instruction, while county authorities are to provide the instruction if it is of an extensive nature, which presupposes:
  -that the student is severely handicapped, or
  -that the required special educational assistance cannot be given in the local district, or
  -that espenses for the assistance considerably exceed the expenses for ordinary special instruction.

  It should be noted, however, that the extensive special instruction under the auspices of county authorities, not are free of charge for the local authorities, because for each student referred, they have to pay an amount to the county authorities which on average correspond to half the expenses for the extensive special instruction.

The implementation of the reform on January 1, 1980, has meant that, in addition to providing special instruction, the primary and lower secondary school also offers children who have not yet started their schooling special educational assistance, if their development is considered to require this special support.

Previously, pre-school children, - with or without handicap -, solely represented a service responsibility for the social authorities (who of course still have such a responsibility), but in cases where it is a matter of an individual organized special educational effort with a wiew to relieving or limiting the difficulties for a pre-school child who is handicapped or whose development is at stake, the responsibility now rests with the school authorities.

Moreover, pupils with severe handicap have a special right to 11 years of schooling in the Danish primary and secondary school. The purpose of this provision is to give some of these students a greater chance of acquiring the qualifications necessary for passing the final examination in the lower secondary school, or, if this is not possible, to offer an instruction which may strengthen these students as much as possible in their transition to adult life.

2.3.2. Leisure-time education.

It applies to all adults with handicap that, without restrictions, they should be enabled to participate in the, very extensive, leisure-time education, which is organized by private initiators, i.e. associations, educational associations, individuals, associations for the disabled, etc. and for the 14-18-years-old also by public authorities (the municipalities). Any topic or subject, which can be accepted in leisure-time education, must also be offered to the handicapped people through a special organization which allows for their specific situation. This consideration should primarily secure that instruction is given in small classes with special trained teachers and, if necessary, in particulary expedient class-rooms. In matters of finance and administration, all leisure-time education is solely the responsibility of the municipalities.

2.3.3. Remedial special instruction for adults.

In Denmark, the special instruction which physically or psychically handicapped adults need for the effect of their handicap to be relieved or limited, is after January 1, 1980 given under a new act which requires the county authorities to provide the assistance.

The county authorities may do so, either by organizing special instruction at schools, institutions, at home, etc. themselves, or by financing similar instruction organized privately (organized along lines applying to leisure-time education).

The remedial special instruction (for the speech handicapped, backward readers, the psychially retarded, the deaf, the blind, etc.) is particulary characterized by being given in very small classes (2 or 4) or even as individual teaching. The teachers have received special training in the field of the handicap in question, and as far as the public field is concerned the instruction is organized after careful referral and according to a specified, criterion related plan.

The new act on special education for adults is not an act which eliminates the obligations imposed by other acts on qualifying adult education regarding the provision of the necessary special education for the students who need special support. A handicap must not per se prevent an individual from completing an

ordinary course, and any difficulties must be compensated for.

The special act on special education is instrumental in ensuring that handicapped adults who have no interests in or qualifications for a course that will qualify for a job, may nevertheless receive a personally satisfactory instruction that stimulates their development.

2.4. Perspectives of the reform.

The Danish social reform has now been completed , and it´s consequences on the educational sector are visual at the theoretical level. Principles, intentions and statutory provisions are now to be realized in practice.

The will to fulfil all handicapped person´s right to a permanent education in harmony with the ordinary society is unmistakably present with the authorities, the politicians and the engaged staff, but the economic situation of the society does not favour these efforts. Whereas the social reform in Denmark was initiated and prepared in a period of prosperity and unlimited resources, it is now to be implemented in times of depression and economic decline.

Whether the otherwise required cuts in public expenditures in Denmark can be bypassed the educational opportunities for the handicapped persons, largely depend upon whether the political decisions are made in consideration of the fact that in a wider sense and in the long run it represents no savings to a society if it cuts down the burden on the social economy which the group of handicapped constitutes through optimum development by way of education and training.

3. THE PEDAGOGICAL-PSYCOLOGICAL ASSESMENT IN RELATION TO THE INTEGRATION AS FAR AS THE FOLKESKOLE IS CONCERNED.

3.1. Introduction.

Realisation of the fact that all children have a right to education is the first and most important element in the process known as "pedagogical integration". The question then arisse: Which place would be the best to teach children who are suffering from a handicap that, in one way or another , sets them apart from the average group of children constituing the school structure of any country

Before trying to answer this question it is essential to keep some important points in mind.

1) Children do not fall into one or two categories "handicapped" or "not handicapped". In a group of children the ability to hear, see, think, move, etc is present in varying degrees, ranging from the normal function right down to total lack of function. Any distinction between "handicapped" and "not handicapped" is therefor false !

2) It would be false to say that the child's handicap in relation to the teaching situation consists of, and can be described as, a certain reduction of a certain physical or psychological function. A great deal of other and more important factors have to be taken into consideration when looking at the behaviour pattern which form the basis of the child functioning at school. A person is more than a handicap!

3) The difficulties a schoolchild may meet in the process of acquiring new material cannot exclusively be explained or understood by looking at the child's own functional inhibitions. The conditions and the teaching methods which the child is expected to respond to, play a very large part, and it is obvious that these factors vary a great deal from one age group to another, from school to school, from teacher to teacher, etc. A handicap is subject to change along with changing circumstances and demands made upon the child.

In the light of these various factors it is quite impossible to consider the integration of handicapped children on the grounds of group analysis. It is quite absurd to talk about whether, for instance, mentally deficient children, deaf children or children with difficulty in learning to read should be integrated into a normal school class or not. It is essential to evaluate each single case. It will then often become apparent that within the traditionally defined groups of handicap, there may be considerable differences in what would seem the most appropriate placing in the school for each individual child. Aknowledging this fact brings us very close to saying, when it comes to a pedagogical diagnosis in the educational system, the traditional division of handicap into groups is invalid and superfluous.

3.2. Placing handicapped children in school.

In most countries which enjoy a well-organized school system, there are a number of children who do not derive maximum benefit from the standard

education offered. These children are referred to different kinds of special support, known as "special pedagogical assistance". This assistance is first and foremost special education, but may involve the use of special pedagogical aids, and assistance to parents, teachers or others outside the special pedagogical team who have a joint responsibility for the development of the child. It is quite common, that no less than 20% of children attending school, i.e. in the Western European countries, receive special pedagogical assistance during the entire, or part of the period they attend school. For some years the percentage has been increasing. This fact indicates that two closely related factors have made themselves felt at primary school level:

First of all, the demands in general for education at an ordinary level has been increasing, not only for the individual subjects taught, but also the range and variety of subjects covered. Next, the efforts to ensure that weaker children also derive reasonable benefit from their school years, for instance in the shape of special pedagogical assistance, has increased. However, all these children are, as already mentioned, handicapped to various degrees and in different ways. Therefor these children need special assistance of many different kinds.

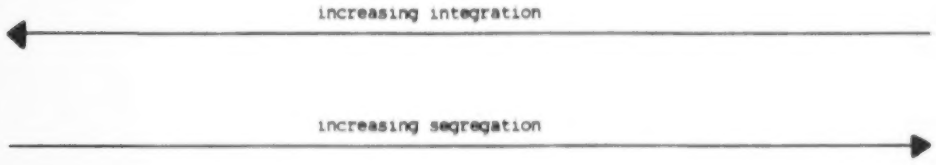
The well-developed primary school system must therefor be extremely flexible and variable in its special pedagogical programme. It must be possible to offer special education (being more or les integrated or segregated depending on the child in question.

The Danish special educational system may be used as an example to illustra· a system which is both flexible and varied. (FIGURE 1, overleaf)

This continuum shows a series of various degrees of integration, ranging from total integration where the child attends a normal class, to total segregation, where the child is taught and lives at a residental institution. However, there are meny alternatives between these two extremes, in this model of integration. The different possibilities indicate both a certain physical distance from a normal educational situation and a certain amount of the subjects given as special education. Groups made up of children who are in need of special education may i.e. receive only <u>part</u> of the education in one or a few subjects, while in the Clinic of Edcuation they receive <u>all</u> of their

FIGURE 1, Various possibilities for giving handicapped children special education.

Ordinary school with one extra teacher	One person in charge of the teaching	Special groups established in connection with a normal school	Clinic of special education at normal school	Special class established at the child's local school	Special class at a normal school outside the local school district	Special school department established in connection with a normal school (twin school)	Special school	Special boarding school or residental institution



education in one or more subjects. In special classes established in connection with normal schools, there is a possibility of co-education with normal classes in certain subjects, while the special classes in special schools do not have this choice.

It is one of the most important tasks of the school to secure that each individual child in need of special education is provided with the type of support which caters precisely for the particular requirements of that very child.

3.3. Intake procedure of children to special education.

When the specal pedagogical support for a child is to be decided upon, prepared and specified, this normally happens in close collaboration with the teachers, the pedagogical psychologist and the parents. In many countries it is the pedagogical psychologist's responsibility to ensure that the necessary case investigation is carried out and the measures he proposes are followed through. It must be stressed most emphatically, however, that at this stage collaboration with the teachers involved and the child's parents is of the utmost importance.

In countries where, for years, the principle of integration, in theory as well as in practice, has been a vital issue, a kind of programme of principles has been developed for the intake procedure of handicapped children to special

education. In these manifestos it is largely agreed that the following 5 points must be kept particularly in mind:

(1) Proximity: The child should attend school as close to home as possible

(2) As little intervention as possible: The child should not be offered more support or special education than absolutely necessary.

(3) Integration: Instruction of the handicapped child should take place in an ordinary and normal school environment if at all possible.

(4) Efficiency: Measures must be taken to ensure that the child derives maximum benefit from the subjects taught at school and thereby develops it's own ability and talents to as large an extent as possible.

(5) Motivation: It is essential that the special education established, - and not least the degree of integration employed -, is in accordance with what the teachers involved and the parents think is suitable for this particulary child.

These principles do not constitute the key to a solution for the individual, concrete task of the intake procedure, but no procedure can take place without first considering these 5 points. It is obvious that the principles to a greater or smaller extent may clash with one another. Extensive integration for instance, is not always compatible with maximum efficiency in education, and the parent's wishes do not always accord with the school's idea of what is most beneficial for the child.

The intake procedure is the process where a thorough subject-oriented evaluation taking into consideration the wishes of the teachers, the parents and the child, results in the child being removed for a longer or shorter period of time from normal classroom education. The collective set of concrete intake procedures thus give us a picture of a country's level of integration. It is granted that this picture is not solely created by one objective, but by many different personalities and groups involved in this process and they are naturally influenced by their subjective attitudes and motives.

No secret should be made of the fact that arguments have been presented both for integration and for segregation based on general philosophical considerations which have very little to do with the day-to-day activities at a school. Furthermore, it should not escape notice that such extreme attitudes have, periodically, been widely fashionable and have given a certain exclusive character to the kind

of special education a school could offer to those children in such need.

To give a picture which is as complete and as defensible as possible, it should not be forgotten, that spokesmen and ideological missionaries for segregation have outnumbered their opponents for the better half of this century in most developed countries.

For a period in the seventies a widespread tendency for a change to the complete opposite opinion showed, but now it is apparent that a sensible, factually based ballance is establishing itself. It is this balance, this survey attempts to decribe. In a few words it can be put like this: Integration is a product of the serious and complex process which ought to ensure that no child is distanced further from a normal school environment that can be justified after careful consideration of the individual child's ability to derive benefit from the education. The years to come will show a constant material improvement in this field.

4. THE PRESENT SITUATION IN FIGURES.

In the Danish Folkeskole special pedagogical support is offered to pre-school children, too. Table 1 shows that during the years 1984/85 and 1985/86 between 3 and 4 per cent of all pre-school children received this kind of special support.

It appears from table 2, that most of the children, namely 77 per cent, were referred to special education owing to speech and language disabilities. Other kinds of disabilities mentioned as the cause of reference, are almost equally divided among the rest.
There was a little increase in all kinds of reference causes during these two years.
Besides that, it appears from the table, that about double as many boys as girls are offered special pedagogic support - a predominance, though, reduced a little during these two years.

The situation in primary schools (from pre-school class to 10th class) in the first half of the 1980-ies is shown in tables 3-6.

The absolute number of pupils receiving special education has been falling during the first half of the 1980-ies, but as the total number of pupils has been falling as well, the proportion of the two remained unchanged. It lies between 12-13 per cent.

Specific professional disabilities are the most essential cause why children get referred to special education.
The education of most of the pupils is offered in connection to normal class education, and often as clinic/team-education.

TABLE 1

Total number of preschool children who received special educational assistance, recorded in the age groups 0-6 years in the periods 1984/86 and 1985/86

Age	1984/85 % distribution of children referred to spec. educ. assistance	1985/86 % distribution of children referred to spec. educ. assistance
0-1	0,30	0,40
2	1,12	1,60
3	3,50	4,36
4	6,76	7,70
5	7,25	7,66
6	3,91	3,76
In total	3,46	3,76
According to § 19.2 *)	0,2	0,2

*) This paragraph concerns intensified special education

TABLE 2

Number of preschool children who received special educational assistance, referred according to handicap in the periods 1984/85 and 1985/86

	Speech impaired	Visual, hearing and motor handicapped	Specific learning difficulties	Maladjusted	Other difficulties	In total
1984/85						
% of all preschool children	2,70	0,21	0,18	0,19	0,18	3,46
% of boys of all children referred	67	62	63	70	62	66
1985/86						
% of all preschool children	2,90	0,23	0,20	0,21	0,20	3,76
% of boys of all children referred	66	58	60	69	56	65

TABLE 3

Primary measures of special educational assistance in the periods 1984/85 and 1985/86

	School psychol. examinations without special assistance	Special education at			Instruction/guidance at		Special educat. measures	In total
		Day institut./ 24 hour "	At home/ in private care	Special institut.	Day institut./ 24 hour "	At home/ in private care		
1984/85								
% of all preschool children	0,42	1,43	0,21	0,34	0,70	0,33	0,04	3,46
1985/86								
% of all preschool children	0,52	1,47	0,24	0,33	0,71	0,37	0,09	3,74

TABLE 4

Number of primary school pupils who received special education, in comparison with the total number of pupils

1981/82 *)	12,92 %
1984/85	12,61 %
1985/86	12,96 %

*) Including private schools

TABLE 5

Number of pupils who received special education, recorded in 1st to 11th form

Form	1981/82 % of pupils	1984/85 % of pupils	1985/86 % of pupils
Kinder-garden	7,1	5,87	6,02
1st Form	7,3	7,44	7,47
2nd Form	11,4	12,28	12,81
3rd Form	15,6	15,77	16,74
4th Form	17,5	17,47	17,81
5th Form	17,4	17,30	17,66
6th Form	17,5	16,69	17,31
7th Form	16,0	15,32	15,49
8th Form	12,0	10,47	11,24
9th Form	9,0	8,48	8,32
10th & 11th Form	10,4	6,72	6,70
In total	12,9	12,61	12,97
According to § 19.2 *)	0,81	0,85	0,85

*) This paragraph concerns intensified special education

TABLE 6

Number of pupils who received special education referred according to handicap in the periods 1984/85 and 1985/86

Reason for referral	1984/85		1985/86	
	% of all referred	% of all pupils	% of all referred	% of all pupils
Specific physical difficulties	13	2	13	2
Specific learning difficulties	61	8	60	8
General learning difficulties	15	2	15	2
Maladjusted	11	1	12	2
In total	100	13	100	14

TABLE 7

Number of pupils who received special education, registered according to primary measures in the periods 1984/85 and 1985/86

Year	Special education in connection with ordinary classes			Special education not integrated in ordinary classes				Observation school	In total	Other spec. educat. assistance
	In the class	Clinic/ classes	Private lessons	Spec. class at ordinary school	Special school: Primary borough	Special school: County borough	Private lessons			
1984/85										
% of all referred	16,05	56,73	12,30	8,38	1,74	3,48	0,53	0,79	100	
% of all pupils	2,02	7,15	1,55	1,06	0,22	0,44	0,07	0,10	12,61	0,56
1985/86										
% of all referred	15,35	57,33	12,46	8,55	1,68	3,28	0,55	0,80	100	
% of all pupils	1,99	7,44	1,62	1,11	0,22	0,43	0,07	0,10	12,97	0,65